

Summary of the Power of I

The Power that comes from the Power of I can be gained or lost by how teachers implement the program. There are nine central components of the Power of I. Those with an * are non-negotiable and must be implemented for the program to be successful. Others are components that schools have used that have worked for them, but not for other schools. Each teacher or each school will have to tweak the components of this grading practice in order to make it work for them. If this practice is rolled out throughout the whole school, it is important that it look the same from class to class.

1a. Students no longer receive zeros when work isn't turned in; they don't have an option not to turn in work.

- Teachers have made this clear from the beginning of the year
- Teachers have other "consequences" for work not done, not done completely or not done satisfactorily

1b. Teachers no longer assign grades below a C; students are required to redo/revise work to get it at least to the 'basic' or 'C' level.

2. Late work is just that – late – but it must be *completed* if teachers are to correctly determine if students know and understand the standards being taught and assessed.

3a. Students must be given extra help opportunities (*required*) to complete the work during the school day

- before or after school, (never during your class, ever)
- Saturday School,
- or whatever fits your school's possibilities.

(This piece is completely up to schools to determine how this help can best be delivered.)

3b. Some schools require students to attend extra help prior to turning in any late or redo work. (contact Valerie Carrier, principal, Rivera Middle School, Dade County Florida)

4. Consequences change for students not having work ready to turn in on time:

- **Must contact students' parents** and solicit their assistance – this must begin early and will have the greatest impact.
- **Requires a parent conference** at a pre-determined number of missed assignments or failed tests, etc.
- **Require students to attend extra help after school** an extra help setting to complete work (this takes some work, but many schools are having great success with this).
 - **Some schools require all students to attend extra help** prior to turning in any late assignment or redo work.
 - **Some policies state that students are not allowed to participate in any extra-curricular activity** (sports, band, chorus, clubs – events and practices), if they are missing any assignments or have attempted to turn in poor quality work.

5. Students will receive an "I" on any assignment not turned in, and One or more "I"s will result in an "I" grade for any report period.

- Teachers must become more judicious about the kinds of assignments they give and assign a grade to.

- Which assignments are worth “chasing down”
6. Tests may be excluded from the policy.
 - Teachers may require all students who do not pass a major test to retake the test during extra help time until they make a passing grade.
 - If so, the highest grade to be recorded in the grade book should be the lowest C grade.
 - Caution: students may choose to not study and simply retake tests if they think they can get a higher A or B grade.
 - Teachers may allow any student to retake a test for a higher score, but this is not a part of Power of I.
 - Teachers may choose to give students *opportunities* to raise test score to a C by coming in during extra help times to retake tests.
 7. Students cannot receive an A (or a B in some schools) on any assignment that is late or turned in incomplete (some schools have instituted specific time periods)
 8. Students never receive an F if an assignment is completed within the year or semester (determined by each school as appropriate).
 9. A few students will still fail no matter what you do. So.....
 Final report cards have asterisk or note reporting to parents that the F is a result of failure to complete work.

The goal is to get all groups of students to meet course standards at an acceptable level. Knowing that it WILL NOT WORK for all students, each school should set goals by tracking the success of this program using appropriate data. First,

- % of students currently making zeroes=

Then,

- % acceptable after first semester=
- % acceptable after first year=